Annual Index

Topics in Early Childhood Early Education

Spring 2002–Winter 2002

Volume 22

ANTHONY, Leslie: *See* WOLERY, Mark, 14–25.

BARRERA, Isaura; CORSO, Robert M.: Cultural Competency as Skilled Dialogue, 103–113.

BRASHERS, Margaret Sigalove: *See* WOLERY, Mark, 131–142.

BRAULT, Linda M. J.: *See* SOODAK, Leslie C., 91–102.

BROTHERSON, Mary Jane: *See* SOODAK, Leslie C., 91–102.

CALDWELL, Nicola K.: *See* WOLERY, Mark, 14–25.

CAMPBELL, Philippa H.; HALBERT, Joan: Between Research and Practice: Provider Perspectives on Early Intervention, 213–226.

CLINE, Gabriel: *See* GREENWOOD, Charles R., 143–157.

CORSO, Robert M.: *See* BARRERA, Isaura, 103–113.

CRAIG-UNKEFER, Lesley A.; KAISER, Ann P.: Improving the Social Communication Skills of At-Risk Preschool Children in a Play Context, 3–13.

DELANEY, Elizabeth M.: *See* HANCOCK, Terry B., 191–212.

DEUTSCHER, Barbara: *See* FEWELL, Rebecca R., 181–190.

EPSTEIN, Michael H.; NORDESS, Philip D.; NELSON, J. Ron; HERTZOG, Melody: Convergent Validity of the *Behavioral and Emotional Rating Scale* with Primary Grade–Level Students, 114–121.

ERWIN, Elizabeth J.: *See* SOODAK, Leslie C., 91–102.

FEWELL, Rebecca R.; DEUTSCHER, Barbara: Contributions of Receptive Vocabulary and Maternal Style: Variables to Later Verbal Ability and Reading in Low-Birthweight Children, 181–190.

FRYER, G. Edward: *See* ROSENBERG, Steven A., 158–168.

GARFINKLE, Ann N.; SCHWARTZ, Ilene S.: Peer Imitation: Increasing Social Interactions in Children with Autism and Other Developmental Disabilities in Inclusive Preschool Classrooms, 26–38.

GREENWOOD, Charles R.; LUZE, Gayle J.; CLINE, Gabriel; KUNTZ, Susan; LEITSCHUH, Carol: Developing a General Outcome Measure of Growth in Movement for Infants and Toddlers, 143–157.

HALBERT, Joan: *See* CAMPBELL, Philippa H., 213–226.

HANCOCK, Terry B.; KAISER, Ann P.: The Effects of Trainer-Implemented Enhanced Milieu Teaching on the Social Communication of Children with Autism, 39–54.

HANCOCK, Terry B.; KAISER, Ann P.; DELANEY, Elizabeth M.: Teaching Parents of Preschoolers at High-Risk: Strategies to Support Language and Positive Behavior, 191–212.

HANSON, Marci J.: *See* SOODAK, Leslie C., 91–102.

HERTZOG, Melody: *See* EPSTEIN, Michael H., 114–121.

INNOCENTI, Mark S.: Evaluating Programs in Real Time: Interpreting Puzzle Pieces, 86–90.

KAISER, Ann P.: *See* CRAIG-UNKEFER, Lesley A., 3–13; *See* HANCOCK, Terry B., 39–54; 191–212.

KUNTZ, Susan: *See* GREENWOOD, Charles R., 143–157.

LEITSCHUH, Carol: *See* GREENWOOD, Charles R., 143–157.

LINN, Margaret Inman: *See* WAGNER, Mary, 67–81.

LUZE, Gayle J.: *See* GREENWOOD, Charles R., 143–157.

MORGANTE, James D.: *See* WOLERY, Mark, 14–25.

NEITZEL, Jennifer C.: *See* WOLERY, Mark, 131–142.

NELSON, J. Ron: *See* EPSTEIN, Michael H., 114–121.

NORDESS, Philip D.: *See* EPSTEIN, Michael H., 114–121.

PETERSON, Carla A.: Reflections on the Challenges of Program Evaluation, 82–85.

ROBINSON, Cordelia: *See* ROSENBERG, Steven A., 158–168.

ROSENBERG, Steven A.; ROBINSON, Cordelia; FRYER, G. Edward: Evaluation of Paraprofessional Home Visiting Services for Children with Special Needs and Their Families, 158–168.

SCHWARTZ, Ilene S.: *See* GARFINKLE, Ann N., 26–38.

SNYDER, Erin D.: *See* WOLERY, Mark, 14–25.

SOODAK, Leslie C.; ERWIN, Elizabeth J.; WINTON, Pam; BROTHERSON, Mary Jane; TURNBULL, Ann P.; HANSON, Marci J.; BRAULT, Linda M. J.: Implementing Inclusive Early Childhood Education: A Call for Professional Empowerment, 91–102.

SPIKER, Donna: *See* WAGNER, Mary, 67–81.

TURNBULL, Ann P.: *See* SOODAK, Leslie C., 91–102.

WAGNER, Mary; SPIKER, Donna; LINN, Margaret Inman: The Effectiveness of the Parents as Teachers Program with Low-Income Parents and Children, 67–81.

WINTON, Pam: *See* SOODAK, Leslie C., 91–102.

WOLERY, Mark; ANTHONY, Leslie; CALDWELL, Nicola K.; SNYDER, Erin D.; MORGANTE, James D.: Embedding and Distributing Constant Time Delay in Circle Time and Transitions, 14–25.

WOLERY, Mark; BRASHERS, Margaret Sigalove; NEITZEL, Jennifer C.: Ecological Congruence Assessment for Classroom Activities and Routines: Identifying Goals and Intervention Practices in Childcare, 131–142.